

# CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

**District:**

**High School:**

**Review Date:**

The PAR is to be used to conduct an assessment of the District’s CTE Programs. The PAR will assist ADE/CTE staff in identifying areas of strength as well as areas that requires improvement. It is expected that areas that require improvement will result in a program improvement plan, which could be amended to your Basic Grant. “Sample Evidence” column is not all inclusive and not all items identified are necessary as evidence.

| Unit   | Criteria                           | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)   | Exceeded (E/3)   | Sample Evidence   | Recommendations   |
|--|------------------------------------|--------------------|---|--|--|---|---|
| <b>Federal Programs Unit</b>                                     |                                    |                    |   |  |  |   |   |
| <b>ADMINISTRATION SUPPORT for CTE</b>                            |                                    |                    |   |  |  |   |   |
| Federal Programs - Basic Grant Spec (BG) and Local Director (LD) | <b>1A. Principal and School</b>    |                    | Knowledge of CTE programs and offers minimal support. More work needed to gain support. | 1. Course catalog reflects coherent sequence of CTE courses.<br>2. Principal serves on CTE Advisory Boards and participates in annual program evaluation.<br>3. CTSO's active on campus.<br>4. Master schedule is conducive to enrollment in a coherent sequence of CTE courses. | Site Administrator promotes:<br>1. academic integration<br>2. collaborative learning<br>3. national standards for staff professional development<br>4. involvement from business & industry<br>5. cooperative education/ internships as capstone experience            | The school is allocating facility space, equipment and funding for the program start-up<br><input type="checkbox"/> Master schedule<br><input type="checkbox"/> FTEs in CTE<br><input type="checkbox"/> Course Catalog or description book<br><input type="checkbox"/> Promotional materials<br><input type="checkbox"/> Website<br><input type="checkbox"/> Advisory committee membership roster<br><input type="checkbox"/> Block schedule (       minutes)<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Federal Programs BG Spec and LD                                  | <b>1B. District Administration</b> |                    | Knowledge of CTE program and offer minimal support. More work needed to gain support.   | CTE programs showcased on school board agenda and minutes. Participates in the annual evaluation or PAR.   | District administrators & board take active role in promoting & supporting CTE programs<br>1. state of the art facilities<br>2. computer-aided/ITV provide distance learning<br>3. provide non-trad curriculum delivery methods (block schedule, ITV, Career Pathways) | The district is allocating resources for the program start-up<br><input type="checkbox"/> Board agenda/minutes<br><input type="checkbox"/> Annual program evaluation roster<br><input type="checkbox"/> District admin has CTE background/experience<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____  | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Federal Programs BG Spec and LD                                  | <b>1C. Budget/Funding</b>          |                    | Budget consists of rough estimates of anticipated expenses/resources.                   | 1. Produce detailed expenditure report that matches all grant guidelines.<br>2. Demonstrates appropriate use of funds.<br>3. Itemized budget for individual CTE program.   | 1. Expenditure report shows consistent M & O support<br>2. Starts programs with district funds<br>3. Sustains and improves programs with district funds<br>4. Eliminates programs that fail to produce measurable outcomes   | Funds shown as a line item in the schools approved budget.<br><input type="checkbox"/> Budget<br><input type="checkbox"/> Expenditure Report<br><input type="checkbox"/> POs/Invoices<br><input type="checkbox"/> Fixed Asset List<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____  | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit                  | Criteria                           | Not Evident (NE/0) | Approaching Attainment (AA/1)                                       | Attained (A/2)   | Exceeded (E/3)  | Sample Evidence   | Recommendations   |
|-----------------------|------------------------------------|--------------------|---|--|---|---|---|
| Federal Programs Unit |                                    |                    |   |  |   |   |   |
| PROGRAM EVALUATION    |                                    |                    |   |  |   |   |   |
| Federal Programs – BG | 1D.<br>Program Evaluation          |                    | Evaluation committee is established but has not participated.       | Evaluation committee (made up of stakeholders-identified in the law) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives. | Evaluation committee actively involved in program improvement:<br>1. multiple site visits/year<br>2. classroom presentations<br>3. donates equipment and/or supplies<br>4. establishes and follows strategic plan for CTE | <input type="checkbox"/> List of stakeholders with contact information<br><input type="checkbox"/> List of meeting attendees<br><input type="checkbox"/> Invitation/agenda<br><input type="checkbox"/> Evaluation tool used<br><input type="checkbox"/> Results of evaluation<br><input type="checkbox"/> Basic Grant application<br><input type="checkbox"/> Program Improvement Plan<br><input type="checkbox"/> Data showing student improvement<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| REPORTING             |                                    |                    |   |  |   |   |   |
| Federal Programs – BG | 1E.<br>Timely & Accurate Reporting |                    | Submitted 50% of reports on time and/or error rate greater than 5%. | Exhibits 100% of data by appropriate dates of submission with an error rate of less than 5%.   | Exhibits 100% of data by appropriate dates of submissions with no errors.   | <input type="checkbox"/> Enrollment Reports<br><input type="checkbox"/> Performance Data<br><input type="checkbox"/> Student records (transcripts, standards tracking)<br><input type="checkbox"/> LEA BG Report Matrix<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

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|-----------------------------|--|--------------------|---|---|---|---|---|
| Federal Programs Unit       |  |                    |   |   |   |   |   |
| Notice of Nondiscrimination |  |                    |   |   |   |   |   |
| Federal Programs – BG Spec  | 1F. Annual Public Notification of Non-discrimination |                    | District has a notification of nondiscrimination statement, but is not published annually prior to the beginning of school or contains all the necessary information. | District annually provides public notification in media designed to reach the general public at the beginning of each school year stating that the CTE programs are offered without discrimination. Includes name and contact information for 504 and Title IX Coordinator. | Annual public notification also includes a listing of CTE program offerings and states a lack of English language skills will not be a barrier to admission. Notice is available in other languages as needed and in more than one media. | <div><input type="checkbox"/>Newspaper</div> <div><input type="checkbox"/>Website</div> <div><input type="checkbox"/>Newsletter</div> <div><input type="checkbox"/>Student/parent handbook</div> <div><input type="checkbox"/>_____</div> <div><input type="checkbox"/>_____</div> <div><input type="checkbox"/>_____</div>                                 | <div><input type="checkbox"/>BG Specialist provided LEA sample copy</div> <div><input type="checkbox"/>NE/0    <input type="checkbox"/>AA/1    <input type="checkbox"/>A/2    <input type="checkbox"/>E/3</div> |
| Federal Programs – BG Spec  | 1G. Continuous notification of non-discrimination    |                    | District has a notice of nondiscrimination, but it does not appear in all publications that go to the district service area.  | District includes a notice of nondiscrimination in at least 90% of the publications including recruitment material.   | All publications including the website have the nondiscrimination statement in English and other languages as needed.   | <div><input type="checkbox"/>Course description book</div> <div><input type="checkbox"/>Student and/or parent handbook</div> <div><input type="checkbox"/>Recruitment materials</div> <div><input type="checkbox"/>Website</div> <div><input type="checkbox"/>_____</div> <div><input type="checkbox"/>_____</div> <div><input type="checkbox"/>_____</div> | <div><input type="checkbox"/>BG Specialist provided LEA sample copy</div> <div><input type="checkbox"/>NE/0    <input type="checkbox"/>AA/1    <input type="checkbox"/>A/2    <input type="checkbox"/>E/3</div> |

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| Federal Programs Unit  |  |                    |   |   |   |  |   |
| SPECIAL POPULATIONS (Disabled/Handicap, Limited English Proficient, Economic Disadvantaged, and Single Parent, Non-Traditional)<br>(Federal Programs Unit continued) |  |                    |   |   |   |  |   |
| Federal Programs – BG Spec   | 1H.<br><br>Special Population Enrollment |                    | Special population enrollment in CTE is not equivalent to district's special population enrollment.                   | Special population enrollment in CTE is equivalent to district's special populations enrollment by +/-10%.  | Each CTE program area reflects special population enrollment whose percentage is equivalent to district enrollment.   | <input type="checkbox"/> Program enrollment comparisons<br><input type="checkbox"/> 40 <sup>th</sup> /100th day enrollment<br><input type="checkbox"/> 9-12 site enrollment<br><input type="checkbox"/> Desk Monitoring Assurance 2 & 3 calculations<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Federal Programs – BG Spec   | 1I.<br><br>ICTEPs                        |                    | 1. District has ICTEP.<br>2. ICTEPs are not written for all students needing services.                                | 1. <b>ICTEP</b> forms available and used for all special populations.<br>2. <b>ICTEP</b> is initiated when student is in need of services.<br>3. <b>ICTEP</b> modification plan is in practice. | 1. ICTEP implementation involves an ICTEP team composed of counselors, parents, administrators, other teachers and the student.<br>2. ICTEPs updated frequently.<br>3. Service to special pops supported by ongoing PD. | <input type="checkbox"/> Sample ICTEPs<br><input type="checkbox"/> Blank ICTEPs<br><input type="checkbox"/> Class rosters<br><input type="checkbox"/> ICTEP Team Members<br><input type="checkbox"/> Student transcripts<br><input type="checkbox"/> ICTEPs show student success, notes, dates, initials<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Federal Programs – BG Spec   | 1J.<br><br>Successful Completion         |                    | Special Population students complete at rates outside 10% of the rate of the district's total non-special population. | Special Population students complete at or within 10% of the same rate as non-special population students in the district. .  | Special population students complete at or within +/-5% of the same rate as non- special population students in each CTE program area.  | <input type="checkbox"/> Concentrator reports<br><input type="checkbox"/> Program enrollment<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| COMMENTS:  |  |                    |   |   |   |  |   |

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|---|--|--|-------------------------------|-----------------------------|---|--------------------------------------|--|--|
| Federal Programs Unit   |  |  |                               |                             |   |                                      |  |  |
| FISCAL ASSURANCES   |  |  |                               |                             |   | Not Evident (NE/0)    Attained (A/2) |  | Recommendations  |
| Federal Programs – BG Spec  | 1K. Audits   | What is the date of the most recent audit of the districts CTE funds (state or federal)?<br>NOTE: Explain to the LEA this is the annual district audit conducted by an independent CPA firm.   |                               |                             | Date of Audit:<br>Audit Firm:<br>Lead Auditor:<br>CTE Audit Exceptions: |                                      | <input type="checkbox"/> NE/0 <input type="checkbox"/> A/2 |  |
|   | 1L. Conflict of Interest                                   | Were any items purchased with Perkins or state funds from a vendor that employs a district employer or relative of a district employee? (if Yes, explain)  |                               |                             | YES <input type="checkbox"/>  | NO <input type="checkbox"/>          | Comments:  | <input type="checkbox"/> NE/0 <input type="checkbox"/> A/2 |
| Were any items purchased with Perkins or state funds from a vendor in which a district employee has a financial investment? (If Yes, explain) |  |  | YES <input type="checkbox"/>  | NO <input type="checkbox"/> |   |                                      |  |  |
| Federal Programs – BG   | 1M. Fixed Assets List/Inventory                            | Does district have an established process for the:<br><input type="checkbox"/> purchase, <input type="checkbox"/> identification, and <input type="checkbox"/> inventorying of capital/equipment purchased with Perkins funds. (If No/unchecked, explain)  |                               |                             | YES <input type="checkbox"/>  | NO <input type="checkbox"/>          | Comments:  | <input type="checkbox"/> NE/0 <input type="checkbox"/> A/2 |
|   |  | Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5,000 or more, purchased with Perkins funds, appear on the <input type="checkbox"/> district's fixed assets listing? Note: If the district guidelines stipulate an amount less than \$5,000, the fixed asset listing should reflect the district guideline. (If No, provide a corrective action plan to address deficiency.) |                               |                             | YES <input type="checkbox"/>  | NO <input type="checkbox"/>          |  |  |
|   |  | Does the above listing provide the <input type="checkbox"/> district tag number, serial number or other number that identifies the item and <input type="checkbox"/> physical location or <input type="checkbox"/> disposition (if lost, sold or stolen) of the capital item. (If No/unchecked, provide a corrective action plan to address deficiency.)   |                               |                             | YES <input type="checkbox"/>  | NO <input type="checkbox"/>          |  |  |
|   | 1N. Stewardship List                                       | Does the District maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or the District's capitalization threshold if less than \$5,000) (If No, explain)  |                               |                             | YES <input type="checkbox"/>  | NO <input type="checkbox"/>          | Comments:  | <input type="checkbox"/> NE/0 <input type="checkbox"/> A/2 |
|   |  | Does the <input type="checkbox"/> stewardship list include the <input type="checkbox"/> description, <input type="checkbox"/> identification number (tag number, serial number, or other number that specifically identifies the item), <input type="checkbox"/> physical location, and <input type="checkbox"/> month/year of acquisition. (If No/unchecked, provide a corrective action plan to address deficiency.)     |                               |                             | YES <input type="checkbox"/>  | NO <input type="checkbox"/>          |  |  |
|   | <input type="checkbox"/> NE/0 <input type="checkbox"/> A/2 |  |                               |                             |   |                                      |  |  |

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| <b>Federal Programs Unit</b> |   |   |                               |                |                              |                             |  |
| Federal Programs – BG Spec   | <b>1O. Supplanting</b>  | Did this Basic Grant application request funds for vocational expenditures which were previously paid for by non-federal funds? (If Yes, explain)   |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> | Comments:<br><br><br><br><br><br><br><br><br><br><div style="text-align: right;"><input type="checkbox"/> NE/0    <input type="checkbox"/> A/2</div> |
|                              |   | Did this Basic Grant application request funds to purchase textbooks. If yes, are these textbooks required for the course/program?  |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> |  |
|                              |   | Did this Basic Grant application request additional funding for personnel costs over and above the previous year's grant? (If Yes, explain)   |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> |  |
| Federal Programs – BG Spec   | <b>1P. Time &amp; Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] (Standards regarding time distribution are in addition to the standards for payroll documentation.)</b> | Are Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities? (If Yes, explain. If no the remaining items do not apply.)   |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> | Comments:<br><br><br><br><br><br><br><br><br><br><div style="text-align: right;"><input type="checkbox"/> NE/0    <input type="checkbox"/> A/2</div> |
|                              |   | If yes, does the employee's position description (PD) detail their CTE responsibility? (If No, provide a corrective action plan to address deficiency.)   |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> |  |
|                              |   | Does the employer's PD state the percentage of time they will work on CTE activities? (If no, provide a corrective action plan to address deficiency)   |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> |  |
|                              |   | Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place? (If No, explain)  |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> |  |
|                              |   | Does the district time and effort reporting system meet the following standards:<br><input type="checkbox"/> Reflect an after the fact distribution of the actual activity of each employee?<br><input type="checkbox"/> Account for the total activity for which each employee is compensated?<br><input type="checkbox"/> Are the reports prepared at least monthly and coincide with one or more pay periods?<br><input type="checkbox"/> Are the time and effort reports signed by the employee? (If No, provide a corrective action plan to address deficiency.) |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> |  |

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|--|--|---|-------------------------------|----------------|------------------------------|-----------------------------|-----------------|--|
| Federal Programs Unit  |  |   |                               |                |                              |                             |                 |  |
| FISCAL ASSURANCES – (Federal Programs Unit continued)  |  |   |                               |                |                              | Recommendations             |                 |  |
| Federal Programs – BG Spec   | Time & Effort [OMB CIRCULAR NO. A-87 Revised 05/10/04] Continued | Budget estimates or other distribution percentages:<br><input type="checkbox"/> Reflect a reasonable approximations of the CTE activity actually performed;<br><input type="checkbox"/> Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than ten percent.)<br><input type="checkbox"/> The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances.<br>(If No/unchecked, provide a corrective action plan to address deficiency.) |                               |                | YES <input type="checkbox"/> | NO <input type="checkbox"/> | Comments:       | <div><input type="checkbox"/> NE/0    <input type="checkbox"/> A/2</div> |
| <div>Evidence for fiscal assurances:<br/><input type="checkbox"/> Basic Grant application (current and last 2 years)<br/><input type="checkbox"/> Completion reports for above (current and last 2 years)<br/><input type="checkbox"/> Purchase orders (POs)<br/><input type="checkbox"/> Invoices<br/><input type="checkbox"/> Inventory lists by program<br/><input type="checkbox"/> Stewardship lists<br/><input type="checkbox"/> Fixed asset inventory lists<br/><input type="checkbox"/> Time and effort logs<br/><input type="checkbox"/> Job descriptions<br/><input type="checkbox"/> Stipend (Addendum for off contract compensation)<br/><input type="checkbox"/> _____<br/><br/><input type="checkbox"/> _____<br/><b>Comments:</b></div> |  |   |                               |                |                              |                             |                 |  |

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|------------------------------------|--|--------------------|---|--|---|---|---|
| CAREER PATHWAYS UNIT               |  |                    |   |  |   |   |   |
| PROGRAM NAME:                      |  |                    | Program Birth Date:   |  | Program Review Date:  |   |   |
| FACILITY                           |  |                    |   |  |   |   |   |
| Career Pathways – State Supervisor | 2A. Facility/Space                                     |                    | Space provided for instruction is not conducive to student learning and safety and doesn't meet specific program requirements (guidelines to be developed). | Space provided is conducive to student learning and safety and meets all identified program standards. | CTE program provides each CTE program with all required space to meet program standards and guidelines. | Evidence of adequate space available and assigned to the program<br><input type="checkbox"/> Floor plan of facility, or<br><input type="checkbox"/> Floor plan of existing facility<br><input type="checkbox"/> Plans and written specifications for facility renovation,<br><input type="checkbox"/> Purchase orders<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| EQUIPMENT                          |  |                    |   |  |   |   |   |
| Career Pathways – State Supervisor | 2B. Equipment (See ADE CTE equipment list for program) |                    | At least 80% of required specific program equipment is available with a plan to procure remainder or plan to utilize equipment off site.                    | All required program equipment is available, in use and in good working condition.                     | Available equipment exceed CTE program equipment list and is the industry's most up to date equipment.  | (See ADE CTE equipment list for CTE program in assessing this item) <a href="http://www.aztechprep.org">www.aztechprep.org</a><br><input type="checkbox"/> CTE Program Equipment List<br><input type="checkbox"/> Inventory showing all equipment available and in good condition, or<br><input type="checkbox"/> Letter of Support stating funds available for equipment, or<br><input type="checkbox"/> Purchase orders for equipment, or<br><input type="checkbox"/> Letter from industry partner specifying donation and date available<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |



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| CAREER PATHWAYS UNIT               |  |                    |   |   |  |  |   |
| INDUSTRY SUPPORT                   |  |                    |   |   |  |  |   |
| Career Pathways – State Supervisor | 2C.<br>Recruitment /Involvement of Industry Partners |                    | Industry partnerships are being developed or recently established for CTE programs.                           | Industry partnerships established with CTE programs through active participation.   | Industry partnerships are actively involved in CTE programs by providing support such as: Training sites for students and employment opportunities upon completion of program and/or partners teaching several classes/year. | <input type="checkbox"/> Minutes of Meetings<br><input type="checkbox"/> Written partnership, Strategic Plan<br><input type="checkbox"/> List of Industry Partners for the CTE program with contact information of primary contact, or<br><input type="checkbox"/> Letters of commitment from Industry Partners, or<br><input type="checkbox"/> Documentation of site visits to or by partners (emails, posters, materials from partner)<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Career Pathways – State Supervisor | 2D.<br>Advisory Board                                |                    | Evidence that Advisory Board(s) for CTE programs are formed. Membership list reflects programs at the school. | Advisory Board is established and meets at least twice per year, and provides industry input regarding current/relevant industry practices. Evidence of a meeting having been held and outcomes of meeting. | Advisory Board meets at least twice per year & there is evidence of participation in expanded activities such as:<br>1. Instruction<br>2. Financial/equipment support<br>3. Off-site training sites<br>4. Employment         | <input type="checkbox"/> List of CTE program Advisory Board members with contact information, and<br><input type="checkbox"/> Minutes of Advisory Board meeting that address CTE program, or<br><input type="checkbox"/> Letters of commitment from Advisory Board members<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

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| CAREER PATHWAYS UNIT               |  |                    |   |  |   |   |   |
| TEACHER(S)                         |  |                    |   |  |   |   |   |
| Career Pathways – State Supervisor | 2E.<br>Teacher CTE Credentials                     |                    | Teacher(s) eligible for certification, and working toward certification.        | Teacher(s) currently CTE certified in appropriate area.                              | Teacher has CTE certification and additional professional certificates and/or working on masters. | <a href="http://www.ade.az.gov/certification">http://www.ade.az.gov/certification</a> for specific teacher credentials<br><input type="checkbox"/> Copy of current professional certification, or<br><input type="checkbox"/> Copy of completed certification application<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |
| Career Pathways – State Supervisor | 2F.<br>Teacher Professional Experience in Industry |                    | Teacher(s) has experience in relevant business and industry related to program. | Teacher(s) has recent (within five years) relevant business and industry experience. | Annually participates in industry-professional development activities.                            | <input type="checkbox"/> Documentation of recent or concurrent work experience – organization, job titles, dates of employment, or<br><input type="checkbox"/> Documentation of recent professional experience in industry<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____  | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |

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|------------------------------------|------------------------------|--------------------|---|--|---|--|---|
| CAREER PATHWAYS UNIT               |                              |                    |   |  |   |  |   |
| CURRICULUM and INSTRUCTION         |                              |                    |   |  |   |  |   |
| Career Pathways – State Supervisor | <b>2G. Content Standards</b> |                    | State designated content standards are aligned with the district curriculum.                                  | Standards are cross- walked and taught for each student in each CTE program. | Assessment of students' attainment of program standards has been developed and administered for the CTE programs. | <input type="checkbox"/> Determine level of student skill and knowledge<br><input type="checkbox"/> Course syllabus and Outline<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____  | <div><input type="checkbox"/>NE/0<input type="checkbox"/>AA/1<input type="checkbox"/>A/2<input type="checkbox"/>E/3</div> |
| Career Pathways – State Supervisor | <b>2H. Course Sequence</b>   |                    | Course sequence is identified but all courses are not being delivered. Includes access to career exploration. | Course sequence is clear, documented and all standards are delivered.        | Course sequence enrollment is scheduled to produce high percentage of concentrators and completers.               | <input type="checkbox"/> School course catalog with course descriptions, pre-requisites identified, and course sequence documented, or<br><input type="checkbox"/> Other documentation of course sequence leading to “completer” status<br><input type="checkbox"/> Master teaching schedule<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/>NE/0<input type="checkbox"/>AA/1<input type="checkbox"/>A/2<input type="checkbox"/>E/3</div> |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit                               | Criteria                    | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)   | Exceeded (E/3)   | Sample Evidence   | Recommendations   |
|------------------------------------|-----------------------------|--------------------|---|--|--|---|---|
| CAREER PATHWAYS UNIT               |                             |                    |   |  |  |   |   |
| CURRICULUM and INSTRUCTION         |                             |                    |   |  |  |   |   |
| Career Pathways – State Supervisor | 2I.<br>Academic Integration |                    | Provided documentation that reflects use of the academic crosswalks available for each program area in lesson plans and projects. | All lesson plans reflect academic integration.   | Provided evidence of collaborations with academic instructors.     | <input type="checkbox"/> School course catalog with course descriptions, pre-requisites identified, etc., or<br><input type="checkbox"/> Sample lesson plans from academic core courses indicating relevancy to the CTE program<br><input type="checkbox"/> Documentation of collaboration, team-teaching with academic teachers, or<br><input type="checkbox"/> Co-developed units of instruction lesson plans<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Career Pathways – State Supervisor | 2J.<br>Lesson plans         |                    | Lesson plans are developed for all courses in sequence.   | Lesson plans are current and relevant and contain the following elements:<br>1. Standards identified and addressed<br>2. Method of delivery<br>3. Materials and resources used and,<br>4. Evaluation methods | All lesson plans developed and cross walked to academic standards. | <input type="checkbox"/> Lesson plans, or<br><input type="checkbox"/> CTE program standards identified in each lesson plan<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____  | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

# CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit                               | Criteria   | Not Evident (NE/0) | Approaching Attainment (AA/1)  | Attained (A/2)  | Exceeded (E/3)  | Sample Evidence  | Recommendations   |
|------------------------------------|--|--------------------|--|---|---|--|---|
| CAREER PATHWAYS UNIT               |  |                    |  |   |   |  |   |
| WORK-BASED LEARNING EXPERIENCES    |  |                    |  |   |   |  |   |
| Career Pathways – State Supervisor | <b>2K.</b><br><br><b>Work Based Learning</b>   |                    | WBL established, identified and defined (i.e. co-op, internship DCE).                                    | WBL established and students participating in WBL have passed at least one career preparation course.   | All CTE students participating in work based learning experience have passed all pre-requisite courses prior to enrolling in WBL at least one career preparation course.                    | See <a href="http://www.ade.az.gov/cte/info/">http://www.ade.az.gov/cte/info/</a> for resource manuals<br><input type="checkbox"/> Course description booklet<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____  | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
|                                    | <b>2Ka.</b><br><br><b>Training agreement with Work Based Learning Site –for Co-op Ed, internship and DCE</b> |                    | Training agreement written and student training plans developed that are aligned with program standards. | Training agreements written, training plans aligned with program standards developed, and reviewed and signed by employer, student, parent and teacher. | All students participating in co-op internships or DCE have site training agreements and training plans aligned with program standards signed by employers, teachers, students and parents. | See <a href="http://www.ade.az.gov/cte/info/">http://www.ade.az.gov/cte/info/</a> for resource manuals<br><input type="checkbox"/> Course description<br><input type="checkbox"/> Names and contact information of industry partners who will be offering work-based learning experiences, or<br><input type="checkbox"/> Outlines of internships, shadowing, site visits, etc., to be implemented, including schedule, number of students<br><input type="checkbox"/> Signatures of district administration and industry partner on Letter of Agreement<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
|                                    | <b>2Kb.</b><br><br><b>School Based Enterprise</b>  |                    | SBE established identified and defined (school store, child care center etc.).                           | Students participating in established school based enterprise have had at least one career preparation course in sequence.                              | All CTE students participating in a school based enterprise have passed at least one career preparation course in sequence.   | <input type="checkbox"/> Course description book<br><input type="checkbox"/> Course outlines<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria  | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)  | Exceeded (E/3)   | Sample Evidence  | Recommendations   |
|--|---|--------------------|---|---|--|--|---|
| CAREER PATHWAYS UNIT                                   |   |                    |   |   |  |  |   |
| POST SECONDARY ARTICULATION                            |   |                    |   |   |  |  |   |
| Career Pathways – State Supervisor                     | 2L.<br><b>Articulation with Post Secondary Institutions</b> |                    | Post Secondary school programs identified with plans to align curriculum and develop articulation agreements. | Each program has established articulation with post secondary institution, aligned curriculum and articulated/dual enrollment agreement in place. | Students are participating in articulated programs & earned dual/transfer post-secondary credit. | <input type="checkbox"/> Articulation/dual enrollment agreements<br><input type="checkbox"/> Enrollment records<br><input type="checkbox"/> Student transcripts<br><input type="checkbox"/> Aligned curriculum<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| PROFESSIONAL DEVELOPMENT (District CTE teaching staff) |   |                    |   |   |  |  |   |
| Career Pathways – State Supervisor                     | 2M.<br><b>Professional Development</b>                      |                    | Some opportunities available with some participation.   | Significant professional development opportunities specific to CTE programs available with all CTE teachers participating.                        | Professional Development participation by CTE and academic teachers.                             | <input type="checkbox"/> Travel documentation<br><input type="checkbox"/> Registration forms<br><input type="checkbox"/> Professional development certificates<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria                          | Not Evident (NE/0) | Approaching Attainment (AA/1)                                    | Attained (A/2)  | Exceeded (E/3)   | Sample Evidence  | Recommendations   |
|--|-----------------------------------|--------------------|--|---|--|--|---|
| CAREER PATHWAYS UNIT   |                                   |                    |  |   |  |  |   |
| ASSESSMENT of STUDENT LEARNING – Teacher local developed and administered assessments of student attainment of standards |                                   |                    |  |   |  |  |   |
| Career Pathways – State Supervisor   | 2N. Assessment Selection          |                    | Assessment identified, but requirements and/or rubric not clear. | (Industry Credentials) * N/A till 07-08 * (Impossible to measure until process is in place.)                                  | Assessments are administered and students pass at high rate.   | <input type="checkbox"/> ADE CTE has not approved chosen technical assessment<br><input type="checkbox"/> Written assessment information for students and parents, or<br><input type="checkbox"/> Documentation of efforts to establish agreement with external testing agency, or<br><input type="checkbox"/> Documentation of assessment methods approved by ADE CTE<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| Career Pathways – State Supervisor   | 2O. Competency/Standards Tracking |                    | Teacher knows what Competency/Standards Tracking is.             | Teacher has Competency/Standards Tracking forms partially filled out and has documented attainment for some of the Standards. | Teacher has Competency/Standards tracking records completely filled out and has documented all standards taught to date. Standards taught to date align with lesson plans. | <input type="checkbox"/> Lesson Plans<br><input type="checkbox"/> Competency/standard Tracking records<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit                               | Criteria                      | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)   | Exceeded (E/3)  | Sample Evidence   | Recommendations   |
|------------------------------------|-------------------------------|--------------------|---|--|---|---|---|
| CAREER PATHWAYS UNIT               |                               |                    |   |  |   |   |   |
| PROGRAM EVALUATION (Shared)        |                               |                    |   |  |   |   |   |
| Career Pathways – State Supervisor | 2P.<br>CTE Program Evaluation |                    | Evaluation committee is established but has not participated; and/or not trained in ADE approved evaluation document. | Evaluation committee (made up of stakeholders) meets annually to evaluate program, using performance data in order to develop and continue improvement plan including development of basic grant objectives. | Previous Program Improvement plan and current data to develop basic grant objectives. | <div><input type="checkbox"/> Program Improvement Plan</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div>  | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |
| STUDENT RECRUITMENT AND RETENTION  |                               |                    |   |  |   |   |   |
| Career Pathways – State Supervisor | 2Q.<br>CTE Public Relations   |                    | Minimal CTE marketing materials available.  | Marketing plan written and used; distribution of marketing material.   | CTE actively promoted to community and other stakeholders. CTE public relations plan. | <div><input type="checkbox"/> Brochures</div> <div><input type="checkbox"/> Posters</div> <div><input type="checkbox"/> Public Relations Plan</div> <div><input type="checkbox"/> Newspaper clippings</div> <div><input type="checkbox"/> Web-based public relations for CTE programs</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |



CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit  | Criteria | Not Evident (NE/0) | Approaching Attainment (AA/1)  | Attained (A/2)  | Exceeded (E/3)  | Sample Evidence  | Recommendations   |
|---|----------|--------------------|--|---|---|--|---|
| CAREER PATHWAYS UNIT  |          |                    |  |   |   |  |   |
| STUDENT INVOLVEMENT in Career and Technical Student Organizations (CTSO) – Identify organization: |          |                    |  |   |   |  |   |
| Career Pathways – State Supervisor  | 2R. CTSO |                    | Appropriate CTSO chapter formed for CTE program with student participation in accordance with specific CTSO state chapter guidelines or plans to deliver leadership standards/components in place. | CTSO chapter formed for CTE program and meets CTSO membership requirements & students participate in at least one state leadership event. | CTSO for CTE program area actively participates in state leadership events and state approved competitive events. | <div><input type="checkbox"/> Membership Roster</div> <div><input type="checkbox"/> Program of Work</div> <div><input type="checkbox"/> Registrations</div> <div><input type="checkbox"/> Lesson plans for leadership strand</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |
| COMMENTS:   |          |                    |  |   |   |  |   |

## CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria                   | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)   | Exceeded (E/3)  | Sample Evidence   | Recommendations   |
|--|----------------------------|--------------------|---|--|---|---|---|
| <b>CAREER AND TECHNICAL EDUCATION ORGANIZATIONS (CTSO)</b> CTSO Name: _____ School: _____ Review Date: _____ |                            |                    |   |  |   |   |   |
| CTE Student Organizations Team – CTSO Specialist   | <b>3A. CTSO Membership</b> |                    | CTSO organization has filed application for charter, submitted member roster, and paid minimum dues to the State Association. | CTSO organization has attained at least 50% membership.                        | CTSO organization has affiliated the entire program with the state Affiliation program.                               | <input type="checkbox"/> CTSO local member roster<br><input type="checkbox"/> Listed on the state affiliation list<br><input type="checkbox"/> Listed on the National membership list<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| CTE Student Organizations Team – CTSO Specialist   | <b>3B. CTSO Standards</b>  |                    | CTSO Standards (Employability and Leadership) are taught at the classroom level to a low level (50%).                         | CTSO Standards are taught at the classroom level to an attainment level (80%). | CTSO Standards are taught at the classroom level to a high level (100%) and evidences with a certification or resume. | <input type="checkbox"/> Documentation of Standards attainment for CTSO Standards<br><input type="checkbox"/> Certification of achievement available<br><input type="checkbox"/> Resume available<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____   | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |
| CTE Student Organizations Team – CTSO Specialist   | <b>3C. CTSO Activities</b> |                    | CTSO activities are evident at the chapter and district levels.   | CTSO activities are evident at the state level.                                | CTSO activities are evident at the national level.  | <input type="checkbox"/> Program of Work completed and turned in to the State Organization<br><input type="checkbox"/> National Chapter award for activities completed and submitted<br><input type="checkbox"/> Documentation of student participation in local, state or national competitions and activities<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ | <input type="checkbox"/> NE/0 <input type="checkbox"/> AA/1 <input type="checkbox"/> A/2 <input type="checkbox"/> E/3 |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit  | Criteria                                 | Not Evident (NE/0) | Approaching Attainment (AA/1)  | Attained (A/2)   | Exceeded (E/3)  | Sample Evidence   | Recommendations   |
|---|--|--------------------|--|--|---|---|---|
| CAREER AND TECHNICAL EDUCATION ORGANIZATIONS (CTSO) CTSO Name: School: Review Date: |  |                    |  |  |   |   |   |
| CTE Student Organizations Team – CTSO Specialist                                    | 3D.<br><br>CTSO Governance               |                    | CTSO has governance structure established with constitution/By-Laws in compliance with the State and National Organizations. | CTSO has governance structure established with constitution/By-Laws written and available in hard copy and electronic format and filed with the State Association. | CTSO has governance structure well established, documented, submitted to the State Association and follows it in meetings and activities. | <input type="checkbox"/> Constitution/By-Laws are written and available<br><input type="checkbox"/> Constitution/By-Laws filed with the State Association<br><input type="checkbox"/> Meeting minutes are available<br><input type="checkbox"/> Evidence of officers and parliamentary procedure being followed<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/> NE/0    <input type="checkbox"/> AA/1    <input type="checkbox"/> A/2    <input type="checkbox"/> E/3</div> |
| CTE Student Organizations Team – CTSO Specialist                                    | 3E.<br><br>CTSO Professional Development |                    | CTSO instructor attends local professional development activities for CTSO training.   | CTSO instructor attends state professional development activities for CTSO training.   | CTSO instructor attends national professional development activities for CTSO training.   | <input type="checkbox"/> Evidence of local training provided by school<br><input type="checkbox"/> State association attendance records<br><input type="checkbox"/> National Association records<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____  | <div><input type="checkbox"/> NE/0    <input type="checkbox"/> AA/1    <input type="checkbox"/> A/2    <input type="checkbox"/> E/3</div> |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria                       | Not Evident (NE/0) | Approaching Attainment (AA/1)  | Attained (A/2)   | Exceeded (E/3)   | Sample Evidence   | Recommendations   |
|--|--------------------------------|--------------------|--|--|--|---|---|
| STUDENT RECRUITMENT AND RETENTION – COUNSELING/GUIDANCE – Dev. & Innov. Grp. |                                |                    |  | District   | High School  | Review Date:  |   |
| Program Improve - ment; State Guidance Counselor (SGC)                       | 4A. Career Guidance            |                    | Some guidance counselors available.<br><br>Familiar with: <i>Arizona Model: A Framework for School Counseling</i>                                | Adequate guidance is available.<br><br>Committed to: <i>Arizona Model: A Framework for School Counseling</i><br><br>Career development units taught in class.  | <i>Arizona Model</i> is fully implemented. Guidance is readily available. Career development units taught regularly at all grade levels in class.                                    | <input type="checkbox"/> <i>Arizona Model: A Framework for School Counseling</i><br><input type="checkbox"/> School Counselor Certification<br><input type="checkbox"/> Student ECAPS/ Personalized Learning Plans or 4-year plans are in place<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |
| Program Improve- ment; SGC   | 4B. Career Guidance Counseling |                    | Counselors have minimal knowledge of CTE as demonstrated by lack of CTE materials, inappropriate scheduling or failure to produce concentrators. | Counselors have CTE materials and demonstrate an understanding of approved program careers by scheduling students in coherent sequence as evidenced by transcripts and/or concentrator/completer data. | Counselors promote CTE to students as demonstrated by high level of concentrators and completers. May have a designated CTE /or Career Counselor or Guidance Director at the school. | <input type="checkbox"/> Master Schedule<br><input type="checkbox"/> Variety of materials and resources are available and used by counselors and students<br><input type="checkbox"/> Student ECAPS/ Personalized Learning Plans or 4-year plans are in place.<br><input type="checkbox"/> Career Center with variety of current materials available for all students<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria                            | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)   | Exceeded (E/3)   | Sample Evidence  | Recommendations   |
|--|-------------------------------------|--------------------|---|--|--|--|---|
| STUDENT RECRUITMENT AND RETENTION – COUNSELING/GUIDANCE – Dev. & Innov. Grp. |                                     |                    |   | District   | High School  | Review Date:   |   |
| Program Improve - ment - SGC   | 4C.<br><br>CTE Marketing materials  |                    | Minimal CTE marketing materials available.  | CTE materials available and used for promotion and marketing of CTE. | CTE actively promoted to community and other stakeholders. | <input type="checkbox"/> Power points, brochures, posters, etc. target students and/or parents<br><input type="checkbox"/> Scheduled Career Fairs, job shadows, internships, or mentoring programs are available for all students in collaboration with community stakeholders.<br><input type="checkbox"/> Career Center is in place with a variety of current materials for all.<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |
| Program Improve - ment - SGC   | 4D.<br><br>Non-traditional students |                    | Attains the SALP score for non-traditional measures or is making substantial improvement. | Meets SALP scores or has met needed improvement.                     | Exceeds SALP score.  | <input type="checkbox"/> Materials targeting non-traditional students/careers readily evident<br><input type="checkbox"/> Program enrollment numbers and<br><input type="checkbox"/> Performance Measures provided<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____   | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria                       | Not Evident (NE/0) | Approaching Attainment (AA/1)  | Attained (A/2)   | Exceeded (E/3)  | Sample Evidence  | Recommendations  |
|--|--------------------------------|--------------------|--|--|---|--|--|
| STUDENT RECRUITMENT AND RETENTION – COUNSELING/GUIDANCE – Dev. & Innov. Grp. |                                |                    | District   |  | High School   |  | Review Date:   |
| Program Improvement – SGC  | 4E.<br><br>Work Based Learning |                    | WBLE established, identified and defined (i.e. co-op, internship DCE). | WBLE established and students participating in WBL have passed at least one career preparation course. | All CTE students participating in work based learning experience have had at least one career preparation course and postsecondary partner. | <input type="checkbox"/> Transcripts<br><input type="checkbox"/> Student Narratives<br><input type="checkbox"/> ECAPS/ Personalized Learning Plan or 4-year plan has notations<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/> NE/0    <input type="checkbox"/> AA/1    <input type="checkbox"/> A/2    <input type="checkbox"/> E/3</div> <div>Comments:</div> |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit  | Criteria  | Not Evident (NE/0) | Approaching Attainment (AA/1)   | Attained (A/2)  | Exceeded (E/3)   | Sample Evidence   | Recommendations   |
|---|---|--------------------|---------------------------------|---|--|---|---|
| ACCOUNTABILITY – Development & Innovations Group                      |   | District           |                                 | High School   |  | Review Date:  |   |
| PERFORMANCE STANDARDS (State Adjusted Levels of Performance – (SALP)) |   |                    |                                 |   |  |   |   |
| Program Improve – ment – Account - ability Spec                       | 5A.<br><br>Core Indicators                              |                    | Meets SALP for some indicators. | Meets SALP or has made substantial improvement for all indicators for each program area.  | Has exceeded SALP for all indicators in each program area. | <input type="checkbox"/> Measured and results in concentrators and completers student performance that meet SALP.<br><input type="checkbox"/> Performance Measures data<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |
| Program Improve – ment – Account - ability Spec                       | 5B.<br><br>Competency/ Recordkeeping/ Assessments (NEW) |                    |                                 | Provide documentation systems for competency tracking that integrates essential elements of student attainment (TBD) Need to review competency/standard tracking form to complete (*will adapt at a later time) . |  | <input type="checkbox"/> Review competency tracking forms (electronically, typed or handwritten)<br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____  | <div><input type="checkbox"/> NE/0</div> <div><input type="checkbox"/> AA/1</div> <div><input type="checkbox"/> A/2</div> <div><input type="checkbox"/> E/3</div> |

CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

| Unit   | Criteria                           | Not Evident (NE/0) | Approaching Attainment (AA/1)                                     | Attained (A/2)   | Exceeded (E/3)  | Sample Evidence   | Recommendations   |
|--|------------------------------------|--------------------|---|--|---|---|---|
| ACCOUNTABILITY – Development & Innovations Group |                                    | District           |   | High School  |   | Review Date:  |   |
| REPORTING  |                                    |                    |   |  |   |   |   |
| Program Improve – ment – Account-ability Spec    | 5C.<br>Data Verification           |                    | Submitted some reports for approved program areas.                | Submits 40 <sup>th</sup> /100 <sup>th</sup> day enrollment, program enrollment, concentrators, completers and placements in all approved programs. | N/A   | <div><input type="checkbox"/> 40<sup>th</sup> and 100<sup>th</sup> day enrollment reports</div> <div><input type="checkbox"/> Program enrollment reports</div> <div><input type="checkbox"/> Concentrator reports</div> <div><input type="checkbox"/> Placement reports and files</div> <div><input type="checkbox"/> Student transcripts</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> | <div><input type="checkbox"/> NE/0    <input type="checkbox"/> AA/1    <input type="checkbox"/> A/2    <input type="checkbox"/> E/3</div> |
| Program Improve – ment – Account-ability Spec    | 5D.<br>Timely & Accurate Reporting |                    | Submitted some reports on time and/or error rate greater than 5%. | Exhibits 100% of data by appropriate date of submission with error rate of less than 5%.   | Exhibits 100% of data by appropriate dates of submissions with no errors. | <div><input type="checkbox"/> Reports submitted on time</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div>   | <div><input type="checkbox"/> NE/0    <input type="checkbox"/> AA/1    <input type="checkbox"/> A/2    <input type="checkbox"/> E/3</div> |



CTE PROGRAM ASSESSMENT REVIEW (PAR) RUBRIC

The Program Assessment Rubric has been reviewed and accepted by the district. If applicable, the recommendations made on the document will result in the development of an improvement plan.

|                |                 |
|----------------|-----------------|
| District Name: | Date of Review: |
|----------------|-----------------|

| District Staff signatures | Title | Career and Technical Education Staff signatures | Title |
|---------------------------|-------|---|-------|
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